

# School Activities



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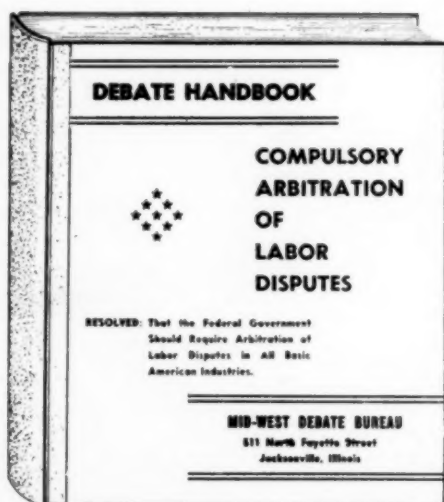
*Hardy R. Finch*

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# School Activities

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# *As the Editor Sees It*



The weakest part of the many student council conferences now held over the country each year is their failure to evaluate their meetings and activities. True, in some of them an inside or outside speaker makes a report at the end of the session, and occasionally the delegates individually and through committees make an evaluation. For several reasons, but especially because (1) these reports must be made immediately and (2) they cannot reflect the opinions of the entire group, such attempts at evaluation are hardly more than attempts.

Personally, we like the plan of having all the delegates evaluate the various elements of the event. This can be done by explaining, emphasizing the need of, and distributing a mimeographed sheet at the end of the session. This sheet contains such definite questions as these (and provides adequate space for the answers): Which of the activities of the Conference were of most value to you? Why? (BE SPECIFIC). Which of the activities and events were of least value? Why? What specific suggestions would you make for our next Conference?

The delegates are asked to take these sheets home, consider the conference carefully, write up their reactions thoughtfully, and give them by a specified time—say within a week—to the president of their council who then forwards them to the proper officer or committee of the association. The fact that these evaluative reports are not signed encourages frankness. From these reports the office or committee makes a careful analysis of all details of the entire event.

Naturally, many of the evaluations will be worthless, but at the same time, plenty of them will be really valuable.

Needless to state, an evaluation which is not capitalized in the direction of an improved program next time represents a waste of energy.

Incidentally, as yet our schools have made little attempt to capitalize the interest and ability of the students in evaluating either extracurricular or curricular activities. This is regrettable because stu-

dents are in a most excellent position to make such evaluations, and, too, they have far more ability and possibilities than the average teacher or administrator ever gives them credit for having.

Due to scarcity and high prices, it is quite likely that your yearbook of next spring will have to be curtailed or limited in as many ways as possible. So eliminate expensive covers, paper, cuts, art work, etc., and delete all non-essential material. It is better to halve your expenses than to double your selling price—and halve the number of your buyers.

We need a new and attractive expression to designate the position of the teacher who works with extracurricular groups. "Adviser" has always been a cold term of unpleasant implication, and "sponsor", due to the unhappy influence of the radio, is beginning to become distasteful and inaccurate.

High school fraternity court trials again and, as usual, the frats lost—which emphasizes once more that a board of education HAS a right to pass and enforce anti-fraternity rules. Incidentally, the most effective method of enforcing such a law has always been to bar the members from participating in any of the extracurricular activities or advantages provided by the school. You have to talk to a person in the language which he understands. We repeat, high school fraternities and sororities are thoroughly undemocratic and have no justifiable place in a modern high school.

Strange as it may seem, one of the signs of student council health is to be found in the extent and the quality of its worry. Sincere worry evidences deep interest, and if wisely capitalized and directed, tends to increase intelligent concentration and bring forth the reserve forces of the members, and so can be a real stimulant to council progress.

And, of course—A Merry Christmas and a Happy and Profitable 1948!



# Service Clubs and the Public Schools

WHEN the new teachers in the city schools began to arrive for the fall session, a committee from one of the local service clubs met each one and saw to it that he, or she, was taken to the hotel or the rooming house previously selected.

A high school girl was so dreadfully disfigured by scar tissue from a burn she had received that it seemed hopeless to expect her ever to be able to secure a position. She was a good student. Her teachers praised her. The superintendent of the school said she was worthy. The service clubs of the small city arranged for the girl to be sent to a specialist who was able to cut away the scar tissue and graft new skin on her face. Within a year, the girl had been restored to society and enabled to take her place among her peers.

The city needed a mile of paving to join the city with a national highway. For some reason, the city could not finance the paving. For some reason, the county would not pay for the work. For some reason, the state would not. A service club of that city financed the paving of that mile, and made it possible for the school bus to travel on pavement from that side of the city.

These are only samples of the good works of service clubs. Every reader can doubtless mention others which he knows first hand. The function of the service club is to be of service—an obvious statement. Occasionally, but fortunately very rarely, we do find a service club that is nothing more than a knife and fork society, concerned only with the selfish interests of the individual members.

No single community interest so vitally touches the individuals of a service club as the public school. Many, if not most, of the members will have boys and girls somewhere in the system. Some members may be teachers in the school. Some may sell school supplies. All members should be aware of the fact that there is no greater sign of a progressive community than for that community to have an up-to-date, progressive school.

A superintendent tells that when the service club of his town learned that his school boys had no suitable place for basketball practice, the men appointed a committee to find out what could be done. Within a week, a place had been arranged.

CALVIN T. RYAN

*Head of Languages Department  
State Teachers College  
Kearney, Nebraska*

In these days, a high school without any athletic team is a reflection on the community. Those service men knew that, and they did something to put their own town on the map.

Apart from the altruism of the club, even apart from the general "good-will service" rendered, the service club will find it "good business" to have a good school, and to support it. The investigation of the United States Chamber of Commerce three years ago, and its subsequent report, should put to rest any doubts on the relationship between education and business.

For instance, there is a relationship between the education of the citizens in a given community and the number of telephones in that community. A relationship exists between the magazines bought and read, and the educational level of the citizens. Likewise, a relationship exists between the educational level of the community and the rental values of the apartments and houses the people rent.

When the insurance agent made a check of his largest policy holders, he found them among the more highly educated clientele. The dealer in women's dresses made a check and learned that those who bought the ensembles and the dresses on which he made the most profit were from those women who had a high school education or better. Even the butcher learned the educational level of those who bought the more expensive cuts of meat.

No, there is no question left about the business value of education. In a community where the teachers are paid the highest salaries obviously they have more money to spend. More often than not, a low salary will attract an inferior teacher. An inferior teacher is a harmful citizen in any locality. The harm he or she does is spread out over the community, and for years. Service clubs should be vitally interested in the kind of teachers hired in the local school. They not only teach the children of the club members, they influence the lives of the boys and girls. Just as obviously such teachers will work for

good or ill in the whole community. If they are inferior in the school, they will be useless for any outside activities. If they are superior in the school, they will be helpful in community activities, more than likely.

Our best service clubs do not limit their good works to the local school, or to the students while in the school. At least one group to my knowledge offers a scholarship in a nearby college to the high school graduate most worthy of recognition. Our educational system is much like the proverbial chain in that it is no stronger than its weakest link. While a given club may feel it should work primarily for the school system to which it is most closely attached, many service clubs are concerned about the general level of education in the state, and, in turn, in all the states. Most clubs are national. Some are international. There should, therefore, be an over-all interest in education. Clubs from various parts of the same state, even from other states, can work for the general improvement of education, and for the general welfare of youth.

An interesting example is the work of a club that selects each year a high school student to send to a Boys-and-Girls "State." This "State" meets at the capital of the state, elects from its numbers state officials and senators who in turn have their own Legislature. Such an activity has many obvious values. The student selected returns to his school the following fall with a broader concept of how a democratic form of government really works. The club sponsoring the student has made a real investment in good citizenship.

In a recent graduating class of 145, I noticed representatives from Greek families, from Assyrian families, and others from the unfortunate "south of the track" section of the city. Among the list of students who had won recognition, special "Honor" of some sort, were those same families. Some were in music. Some in athletics. Some in speech and dramatics.

In what other organization will we find that same equal opportunity? Speaking of racial prejudices and how to tear them down, what community activity do we have that can do it so easily as our public schools? Isn't that activity alone worthy of a club's interest and support? Well, our public schools are doing a commendable job in that direction.

Most of the national and international

service clubs may be said to concentrate in some special activity. Here is a group that concentrates on youth and its welfare. Here is another that stresses general community building. And so on. The Kiwanians in Nebraska sponsor a camp for girls. Another group goes all out for the Boy Scout groups and camps. Fine work.

However, when all is said and done, when some special activity is taken care of, their work is not only not done, it may be interfered with if the school in the community is not tops. There is no greater chance to reach so many, no one chance to undergrid the community with a guarantee of wholesome development than that offered the club which staunchly and consistently supports the public school.

And that support can be given both directly and indirectly. It can be given directly by lining up behind any local community movement to improve the schools. This does not mean interference. A club, no less than an individual, can support a worthy cause without interfering with its management.

A service club can lend its prestige, if not its power, to build into the community a finer respect for and attitude toward those servants of the school and community—the teachers. We have heard much about what is happening to teachers, and how they are leaving the school pall mall. True enough, salary may be a major reason. But it isn't the whole reason. Certainly one important, if minor, cause is the popular attitude toward the teacher. The person whose occupation is teaching, for some inexplainable reason, is not rated on a par with one whose occupation is healing the sick and the afflicted, or ministering to lost souls, or constructing big bridges.

Perhaps we shall never have the Oriental attitude toward our teachers. Perhaps the teachers themselves would rather not be idolized and worshiped. On the other hand, they have a right to a very high respect. Are they not in apostolic succession from the Great Teacher? The service club members who met the new teachers at the station and took them to their future homes were doing something for the prestige of the teacher. So little, and yet, so much!

A teacher traveling on a crack train between Chicago and New York City found

(Continued on page 123)

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# They Clubbed Me Into It

**Y**ES, they clubbed me into it, but the knockout cleared up my extracurricular period headache.

"I can't study in this study hall!" That was the determined, united grunt from twelve high school sophomore boys assigned to Room 35 during extra-curricular period on our fall schedule last year. My study hall was for left-over pupils who did not want to elect a club, and these twelve boys had reported to my room with no interest in joining any of the organized clubs of the school. A dozen boys were stuck with nothing to do in a schedule with too many study periods. Furthermore, each boy was glumly anticipating a period of doom once a week, with nothing to study and nothing to do. I checked these boasts of free time and found that the schedules actually did allow sufficient study time for most of these boys, but no clubs offered fitted their leisure interests.

We tossed ideas back and forth about our favorite pastimes. The discussion ranged from Model T Fords to billiard balls. I learned that most of the boys played pool in the evenings in the local "gin mills". In the outskirts of this small town, some of the boys' friends ran road houses. Pool was a game with which they were familiar.

If only the game room off the side of the gym floor, next to the locker room were equipped with pool tables these enthusiastic teen agers mused fancifully—though not quite practical as yet, their dreams were getting better all the time! Their babblings tugged at something, and I found myself thinking along the line of possible outlets for their interest—one at present followed in a questionable environment.

In our town an old building had recently been redecorated for use as a community center. New leather furniture, a coke 'n milk bar, and modernistic walls, ceilings, and lights had been installed. The town had gone all out for its youth in the drive to raise money for this community project, which was completed with not only a building which duplicated any cover picture for House Beautiful, but also a trained community center director with an enviable salary. The community project had been organized by a town commit-

**LAURETTE CONNERS**

*High School Guidance Director,  
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tee to help the youth substitute constructive leisure activity for any action that might lead to delinquency. The brown stone ivy-covered building was two blocks from the school and had a rumpus basement room with two billard tables and two pingpong tables. I wondered, dare we try use it? I asked the discontented ones before me. They literally bounded to my desk.

As a group (for the records) the boys were anxious to try. We went through the red tape channels of permission-getting. The boys used every trick of diplomacy they knew in arranging with the principal, community center director, and town committee. Two weeks later on the high school bulletinboard was the announcement of a new Recreation Club, which was going to play pool and pingpong at the community center in tournament games weekly during extra-curricular period under the sponsorship of the Community Center Director and the High School Guidance Director.

As sponsors we witnessed freak shots in pool and tried to follow through what a twist of an adolescent wrist will do to a pingpong ball. The teams of "Eight Ball" and Scratchers" organized relays for members to play each winning two-some. Two loving cups were awarded the winners. The cups cost ten cents. They were tin measuring cups bought on wholesale credit from a school chum's father in a hardware store, and the winner's names were engraved in the school shop with a drill. The pingpong entrees were satisfied with "just winnin'".

Our Recreation Club became the exclusive envied group of the school. Moreover, the contents of this rumpus room as well as the clean trim surroundings of the center attracted the boys, who all became dynamic members of the town community center—"an okay place to hang out".

Yes, they "clubbed" me into it, but I tried to fight out of the ring of their habits, and undesirable place for idle hours, and attract their interests toward the Community Center. — I wish you could have seen the faces and manner of the



wise soph's, when the community center director and I had showed the boys through the modern recreation center on their first extra-curricular period visit. Somehow a mixture of awe and feeling of self respect took hold in an intangible attitude which the boys carried along with enthusiasm for fun at the Recreation Center. So it's 7-8-9-10 and the winnah you have before you—a champ of wholesome time-out-for-fun, the Boys' Recreation Club.

## War on the Announcers

Football officials are about to declare war on the operators of the public address systems at high school football games. Announcers who know either the rules or the signals of the officials are in the minority and too often spectators are fed a line of misinformation that embarrasses the boys in the striped shirts who are striving to turn in a good performance.

### A Comedy of Errors

The errors committed by the average announcer at a football game are many. In the first place few of them know what they are supposed to announce. Too many try to give a running play-by-play account similar to a radio announcer, whereas their function is to supply only that information that will aid the spectator in enjoying the game. The spectator who likes football is capable of watching a game without somebody of questionable ability trying to describe what can be seen very well without the voluntary assistance of the announcer. And when it comes to interpreting the signals of the officials on the field, it is really quite a chore to have to sit through the outpourings of the "expert" in the press box.

A player pulls out of the line too soon and, following the assessment or declination of the penalty, the referee signals "player illegally in motion". Nine out of ten of the microphone experts will inform the assembled multitude that there is a penalty for "backfield in motion", not knowing that the signal for a man in motion, whether a lineman or a back is the same. A signal is flashed by the official for "illegal use of hands" and the spell-bound audience is informed that there is a "holding foul". These are two of the worst offenses of the announcer who does not know the signal code—and few do.

### The Amateur Strategist

But perhaps the point at which the an-

nouncer reaches the greatest height of ridiculousness is in his efforts to inform everyone within the sound of his voice, not only of what has happened but what is about to happen. He is also good at second-guessing the officials. He loves to announce in advance of the official what the foul is and what the penalty will be. Of course, he is frequently wrong and this calls for some silly remark, such as "they sure missed that one." He often employs his talents to inform the home team how the opposition is lining up for the play and if there is any peculiar offensive or defensive device employed by the opposition he regards it as his duty to keep everyone informed about it, thus insuring the lasting admiration of everyone connected with the opposing team. If he can anticipate a play and let his "public" in on the secret, that crowns his efforts as a four-bell performance.

### Qualifications of Announcers

It is difficult to list the qualifications of a good announcer, but among his many desirable qualities must be those of brevity and clarity, knowledge of the penalty signals, ability to sense the proper amount of information necessary to make it possible for the spectator to follow the plays and the players with interest and intelligence, never letting it appear that he is instructing his listeners in the fine points of the game. Above all, he must never say anything about the strategy of the teams or give any hint that he is in any way interested in the type of play that is to come. That is all right for radio announcers who cannot be heard by those watching the game, but it has no place in the duties of the operator of the public address system at the game.

Principals and athletic directors should be careful in the selection of the men they permit to handle the mike at a game. It takes study and training to be able to do it right. Many of those who are attempting it and are doing such a messy and miserable job could become very fine announcers with a reasonable amount of study of what is required for a satisfactory performance. Perhaps there is nothing in connection with football that needs more attention at the present time than the proper education and training of those who are privileged to serve as announcers over the public address systems.—Editorial by E. A. Thomas in *Kansas High School Activities Journal*



# Students at Work on Their Social Problems

POST-WAR reconversion brought heavy responsibilities on educational institutions as well as on industry. Life philosophy, morale, college citizenship, and other problems incident to huge enrollments demand rapid adjustment in schools which launch programs of training to accommodate the G. I. Bill of Rights. The more mature minds of veterans, generally characterized by conditioned militancy, present both personnel and instructional problems which are not easily pushed aside. The multitudinous problems are affected by school location and facilities sometimes in ways which question the advisability of undertaking veterans education. What can the college do to train the "spiritual" life of the student during this period of sudden and unprecedented expansion?

The matter of conduct, point of view on life, evaluation of college and war experiences, goal of education, code of ethics or system of values are all content of the mind. Hence, any practical solution of the widespread social problems found in college communities today must arouse a positive working of the mind. Guiding the formation of wholesome attitudes, stimulating thinking and molding kindly dispositions and personalities are to be desired greatly over the mere enforcement of rules and regulations or the exacting of penalties. While the result of the problem is not an abstraction, any workable solution must stem from group thinking and the students' general viewpoint.

The presidents of several colleges have declared openly that neither the large enrollment nor the financial income of the G. I. program holds concern for them above the spiritual growth and development of the masses of students who now overcrowd almost every standard college. Personal-social values have not been lost entirely by the present-day school administrator. College training becomes full-grown when its purposes are seen separate and apart from monetary return and numerical strength.

One college president, who administers a state institution of more than 2,000 students, has stated the purpose of his school in theistic terms. He conceives the end of education as that of knowing God and the laws and purposes of His universe and of

LEROY B. ALLEN

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reconciling one's life with those laws. Thus the first aim of his college is not that of teaching books alone but the meaning and purpose of life.

Today public education at the college level has been challenged as never before by post-war reconversion. Personnel workers, student counselors, and guidance supervisors are coming to grips with the issues of mass education in ways which unquestionably place the student at the very center of curricular planning. It seems that guidance programs must face the acid test by unlimited demands of a continuing influx of persons seeking college training. There is the belief that activity programs of intrinsic worth must be emphasized increasingly. Maximum freedom must include ample experiences for creative and wholesome thinking. All of the aspects of post-war campus social problems reside in the mind, and within the mind they must be solved. Students are being called upon to render a fair solution to the problems which affect their lives and hamper their educational processes.

One college was reported as sponsoring a refinement campaign in which social courtesies and graces as practiced by students were stressed. The practices as observed, later appeared in portrait and were made available to the public. A good manners contest in which competing posters were submitted by residents of several dormitories was conducted at one school by a dormitory council. Another college boasts of being able to have its students join in doing manual work toward building up-keep and campus and grounds beautification to the end of implementing desirable social attitudes.

After the library is closed for the day, the Student Christian Association at another college utilizes a weekly hour under competent supervision in brief discussions of current topics and folk dancing. Weekly scheduled dancing hours are to be found at still another college, in the absence of co-educational classes in dancing.

At one of the private colleges in the

state of Texas, an essay contest on specific phases of student life was sponsored by the Student Association. The winning essays appeared over a period of months in the school paper; the authors of the essays were awarded cash prizes.

The job of improving the general temper and tone of the college atmosphere has been shared effectively by Greek Letter organizations. Distributed segments of cooperative projects accepted by these organizations tend to enhance the whole of college life. The competitive rivalry already existing among undergraduate chapters often assures the best effort in any undertaking. The authority of such groups may bring to bear certain demands pertaining to group living upon fellow-members and pledgees. In the local emphasis of any chapter great strength lies, and much hope is seen when its followers busy themselves to solve problems which bedraggle the college campus today.

The Agricultural, Mechanical and Normal College at Pine Bluff, Arkansas, where the enrollment has tripped within a single year, sponsored a student organizations contest as one of its efforts to cope with the post-war situation. With a staff of judges composed of students and teachers, the contest ran for more than a quarter. It was conducted by the faculty personnel committee and was entered by twenty-four student organizations. Classes, clubs, sororities, and fraternities paid a nominal entrance fee to guarantee the cash prize for the winning group. A judge's score sheet and a list of instructions for judges and contestants were prepared. Each competing organization was required to produce a skit dramatizing or displaying student life with the view of improving the school society. Each presentation was judged for dramatic, realistic, creative, and original qualities. The contest sought to deal only with local problems.

Definite aspects of the problems aggravated by post-war conditions were set down to make certain the contribution of each organization would attack a phase of student life which needed improvement. The faculty committee on personnel outlined five such areas: (1) living with others in the college community, (2) better speech-language and voice tone, (3) public appearance of the campus, (4) dating, courtship and marriage, and (5) correct dress for all occasions. All entries

were requested to concentrate on the aims of the contest.

For the most part, the organizations caught the spirit of the project and pictured in kaleidoscopic fashion the "right" and "wrong" way of living in the college community within the five *zones* of student life as emphasized by the personnel committee. Positive approaches were contrasted with negative ones. The possibility of effecting collegiate life on a high and noble plane everywhere was seen. The students of the Agricultural, Mechanical and Normal College went to work to solve their post-war problems, to restore morale, and to reconvert the minds of the community residents to a peace-time livelihood in which congestion required living to become a social art.

Twice weekly at chapel time, arrayed before a student and faculty audience of more than 1,000 persons were dramatic productions of life on the campus, originating from students' thinking. The convenience of a fraternity house, care for the outside appearance of fifty quonset huts and surrounding buildings and grounds, social relations between faculty and students, graceful dancing and worthwhile music, trouble in the dining hall, and the veterans' point of view are topics deserving of mention for the practical treatment accorded them by the students at work.

From light burlesque to formal imaginary pictures, the chapel productions ranged. Stereotyped thinking, out-worn concepts, conservative and liberal approaches in varying degrees were reflected in the dramatization of campus living. Positive group thinking was not left entirely out of the series of efforts, for the personnel committee was able to penetrate the students' minds and there attack the problem.

For intrinsic value, each of the above examples is noteworthy because students were challenged to offer solutions to problems of a common nature. Social education yielding inherent worth and soliciting co-operation in a normal and natural way becomes a superior method of teaching the business of living under adverse and inadequate circumstances. Full student participation in planned, enriched activities points to the first step in training the spiritual life of the suddenly over-grown college community. Post-war social problems in the college will find a solution when students work at them.

# Planning the Affirmative Rebuttal

**RESOLVED:** That the Federal Government Should require Arbitration of Labor Disputes in All Basic American Industries.

HAROLD E. GIBSON  
*Coach of Debate*  
*MacMurray College*  
*Jacksonville, Illinois*

**I**F the high school debater has been conscientious in the preparation of his debate case, he has now reached that halfway point, where progress seems to stop. During the initial months of preparation, he has been so busy reading new materials and planning his method of presenting his arguments that he has not had time to stop and even evaluate his work. Before the debater starts to prepare for his rebuttal speech, he should take the time to examine the work that he has already done on the topic in order to chart his future course in debate contests.

During the first few months of study, the debater feels that he is gaining new knowledge from almost every article that he reads and from each new plan of attack that he devises. He may even outline and write two or three constructive speeches, before he finally reaches the point where he realizes that it is time to begin to prepare for the rebuttal part of the debate contest.

The period of transition in the debate season between the preparation of the constructive speech and the first actual debate is often a difficult one. There is a real danger that the debater will allow his preparation to lag simply because he feels that there is little more for him to do in the way of study. He may commit the error of assuming that he has prepared a perfect set of contentions and that there is really nothing that the negative can present that will tear down his arguments. A debater should always be studying the possibilities that are open to his opponents and preparing to meet these arguments.

One of the greatest mistakes that can be made by high school debaters is to believe that they can win a debate by merely presenting an effective constructive speech. The debater may make this mistake because he has listened to public addresses on certain topics in which only one side of the argument is presented. The political speaker presents the case for his side only. His speech is presented

without fear of being contradicted, and it usually is delivered to a receptive audience. When the politician is forced to meet the arguments of his opponents, he usually has enough time to prepare an answer that will satisfy his constituents. In the debate contest, however, there is little time to prepare answers to embarrassing arguments presented by the opposition. To avoid giving an answer is often suicidal, and to be unable to make an adequate reply to your opponents is equally disastrous in high school debating.

What then is the answer to this problem of delivering rebuttal speeches that will meet the arguments of your opponents? The only answer is adequate preparation for this part of the debate long before the contest is held. While we would not detract from the importance of preparing the constructive speech well in advance, we must point out that it is just as important to prepare the rebuttal speech before the actual contest.

The alert debater will want to know just how he can avoid the chagrin of entering a debate and finding that he is unprepared with a rebuttal speech. Good advice is that he formulate some plan of preparation, and then follow it studiously. If he has prepared his constructive speech well, much of the work needed to make an effective rebuttal speech is already done. Some last-minute preparation is necessary, however. For example, the debater should check the public opinion polls carefully to see if there is any particular trend in national thinking upon the control of labor. He should also follow the actions of Congress very carefully, since Congressional leaders are very sensitive to public opinion on such important problems. There is no substitute for the latest facts when presenting rebuttals.

A second step in the preparation for the rebuttal part of the contest is to make a list of the weaknesses of the negative. Since these weaknesses can be determined in advance, it is also possible to prepare an effective method of attacking them. The wise debater will prepare a complete



argument to attack every weakness in the case of his opponents. He must use discretion, to be sure that he is attacking the really important arguments, and is not merely attacking trivial parts of the negative case.

#### **ATTACKING THE NEGATIVE WEAKNESSES**

When the debater prepares his constructive speech, he quite naturally anticipates the strong arguments of his opponent and writes his constructive speech so that it will attack these strong points. This must be done if he hopes to present a good affirmative case. If the debater attacks the strengths of his opponent in his constructive speech, he will have ample time to attack his opponent's weaknesses in the rebuttal speech. There is a strategic advantage in waiting until the rebuttal speech to attack your opponent's weaknesses in that it does not give him as much time to defend his weaknesses as would be the case if they were mentioned in the first speech.

In the remaining part of this section some of the weaknesses of the negative side will be presented, and suggested methods of attacking these weaknesses will be given.

**NEGATIVE WEAKNESS**—The members of the negative team will practically be forced to admit that one system of labor-management relations as not working. In other words the Taft-Hartley Act, with its provisions to give labor a final right to strike if other plans fail, is within itself a failure.

**AFFIRMATIVE ATTACK**—Our friends of the negative would like to take the stand that now, since we have the Taft-Hartley Act, there is no need for a system of compulsory arbitration. We wonder if they have really studied the way the Taft-Hartley bill is working and the way it is being circumvented by labor leaders. Take the printers union as an example. In many cities, printers are refusing to negotiate new contracts. Instead, they are posting the conditions under which they will work. This means that, since there have been no negotiations that have broken down, there is thus no labor dispute, and so there is need for arbitration.

This same condition can develop in the basic American industries. If the steel workers were to decide to by-pass the Taft-Hartley Act and merely post the con-

ditions under which they will work, there would be nothing for the employers to do but pay the price or shut down. Since there would be no breakdown in negotiations, the arbitration facilities of the government would not be used.

The most practical method of settling labor disputes in the industries that are basic to American life is to require arbitration of all labor disputes when either party, labor or management, asks for this arbitration.

**NEGATIVE WEAKNESS**—The negative debaters have evidently failed to recognize the changing complexion of labor-management relations. They have not taken into consideration the fact that labor has reached a point where it is just as powerful as management in bargaining and that when two all powerful forces meet we must have either arbitration or chaos.

**AFFIRMATIVE ATTACK**—The great weakness in the negative arguments against the plan of compulsory arbitration is found in the growing strength of both labor and management at this time. Either side in a dispute is strong enough to stop production for a long period of time. When this happens, the public becomes a helpless middle group that must suffer while labor and capital exhaust themselves in a long strike.

The entire system seems to be foolish when a plan of compulsory arbitration could be enforced that would stop strikes in the basic industries. Such a plan would be fair to both the worker and the management. It would have the additional advantage of protecting the general public.

#### **SUGGESTIONS FOR MAKING REBUTTALS EFFECTIVE**

1. There is no substitute for a thorough knowledge of the question. The student who has read and mastered a great amount of material about the subject is potentially in a much better position to refute an argument presented by his opponent than is his less well prepared colleague.

2. The debater should make a list of the leading arguments that will probably be advanced by his opponents. His next step in preparation is to make an outline of the way he will attack each major argument. Included in this outline would be such items as:



- (a) The major weaknesses of your opponent's argument
- (b) How to disprove his argument either by logic or by the presentation of statements made by authorities on the subject
- (c) After preparation to refute the opponent's argument, a plan to clinch what you have accomplished in the minds of the audience

3. Practice the delivery of your refutation speech just as diligently as you practice your constructive speech. Since it is possible for the debater to anticipate well over half of the argument that will be presented by his opponents, he should spare no effort on preparing to meet and defeat them. Practice will develop your fluency in presentation in such a way that it will not only give confidence in the actual debate contest, but it will help the debater over the rough spots of refutation when he must rely entirely on extemporaneous presentations.

#### SAMPLE AFFIRMATIVE REBUTTAL ARGUMENTS

Below you will find a group of sample arguments that will probably be found in most negative cases. The suggested methods of meeting them will be found following the argument.

**NEGATIVE ARGUMENT**—If the affirmative plan is adopted, labor will lose its right to bargain collectively. This is too great a loss for the laboring man.

**AFFIRMATIVE REFUTATION**—There is really no need for labor to lose its right to bargain with management. When the negative make this statement, they are not sticking to the facts in the case. They are saying that every dispute in the basic industries will be forced into the arbitration court. This will not be the typical condition.

If the affirmative plan is adopted, most disputes will be settled by bargaining just as is the case today. The real advantage will come in those rare cases where bargaining will fail and the dispute must be arbitrated to forestall a serious strike.

**NEGATIVE ARGUMENT**—The plan of the affirmative will certainly fail, since the greater part of organized labor is opposed to the idea of compulsory arbitration.

**AFFIRMATIVE REFUTATION**—We cannot have any social progress

in this country if we allow one side in a dispute to have its way at all times. Today labor is like a spoiled kid and it still wants to have its way at all times. Since the people also have a great stake in labor-management disputes, the public has the right to demand that serious strikes be avoided by compulsory arbitration even though organized labor may be opposed to the plan.

**NEGATIVE ARGUMENT**—If labor is so opposed to the plan of compulsory arbitration that it will not submit to the plan, then the entire idea will fail.

**AFFIRMATIVE REFUTATION**—We know that organized labor will make threats that will make it appear as if they will not submit to compulsory arbitration, but the power and prestige of the federal government will be too much for them.

In the case of the Taft-Hartley Act, many leaders of labor unions have stated that they would not sign the non-communist pledge, but when the final date came most of them signed.

If the people actually want a system of compulsory arbitration, their demands will have much more effect than the demands of organized labor.

The fourth and final article of this series will be published next month.

#### Service Clubs and the Public Schools

(Continued from page 116)

himself in the smoking compartment of the coach with several other men. Introductions were in order. Each man told his occupation. When the man said, "Teacher!"—a look of pity came over the faces of the other men, and they treated the man accordingly during the trip to New York.

Three years later, during the summer months, this same teacher was making an identical trip to New York. At the time, he was reporting for a Mid-West newspaper. When the time for introductions came, the man announced his occupation—"Reporter!" He was one of the crowd, a royal good sport, and remained such during the trip.

See what I mean?

Service clubs have a right to expect much from the public schools. Likewise, the schools have a right to expect much from the service clubs. They can be a great team when they work together.

# Sponsoring the Science Club

(CONTINUED FROM LAST MONTH)

(It might be noted that the Photography Club is potentially the most expensive school club. Equipment, supplies and journals require much capital. Articles in back issues of *Popular Science Monthly* are excellent sources of information for making equipment from inexpensive materials)

## The Chemistry Club

**Aims:** To interpret chemical phenomena in the light of the community, to capitalize student interest in laboratory work, to present vocational and occupational opportunities in the field of chemistry, to enrich and expand academic and curricular materials.

### Suggested Activities:

1. Study history of chemistry
2. Sponsor lectures and discussions by industrial chemists
3. Make and sell common household products
4. Do milk, water, blood and urine testing for school and community
5. Operate a "Chemistry Question Box" in high school newspaper
6. Prepare lists or bulletins of occupational opportunities in chemical industries
7. Assist in maintenance and repair of apparatus
8. Assist in setting up demonstrations for classes

(The Chemistry Club, as is the case of the Physics Club, tends to be a specialized activity. Much of the basic material for use of the club will be found in the high school texts and in the elementary college textbooks.)

## The General Science Club

**Aims:** To awaken lively interest and appreciation of practical applications of science, to develop hobbies in specialized phases of science, to develop scientific outlook on life, to present experiments to illustrate theories, to discover science talent.

### Suggested Activities:

1. Study lives of scientists
2. Report on new inventions and discoveries
3. Keep up with advertising of technology in newspapers
4. Perform freak experiments
5. Do science dramatization work

GEORGE GREISEN MALLINSON

*Ass't Professor of  
Teaching of Science  
Iowa State Teachers College  
Cedar Falls, Iowa*

6. Study vocational possibilities of science  
(This type of science club is generally most feasible for the younger student who has not yet crystallized his specific science interest. Much of the work will be exploratory and directed toward stimulating student interest into some particular phase of science.)

No reference list is given because of the broad scope of activities.)

## VII. MAGAZINES AVAILABLE FOR SCIENCE CLUB USE

For sponsors:

1. *School Science and Mathematics*, 7633 Calumet Avenue, Chicago, Ill. (9 issues \$2.50)
2. *Science Digest*, 631 St. Clair St., Chicago, Ill. (12 issues \$2.50)
3. *Science Education*, 374 Broadway, Albany, N. Y. (7 issues \$2.50)
4. *Science News Letter*, 21st St. and Constitution Ave., Washington, D. C. (52 issues \$5.00)
5. *Scientific American*, 24 W. 40th St., New York, N. Y. (12 issues \$4.00)

For club members:

1. *Current Science*, American Educational Press, Columbus, Ohio. (36 issues \$ .75)
2. *Junior Natural History*, 77th St. and Central Park West, New York, N. Y. (12 issues \$2.50)
3. *National Geographic*, 16th and N St., Washington, D. C. (12 issues \$3.00)
4. *Nature Magazine*, 1214 16th St., N. W., Washington, D. C. (12 issues \$3.50)
5. *Popular Science Monthly*, 353 Fourth Ave., New York, N. Y. (12 issues \$1.50)
6. *Science Classroom*, 353 Fourth Ave., New York, N. Y.

(Supplementary leaflet included with all of above)

## VIII. GUIDES TO LOW-COST AND FREE MATERIALS FOR SCIENCE CLUBS

"Free and Inexpensive Educational Material," The Quarrie Corporation, 35 E. Wacker Drive, Ill. 1939.

"Guidance Bulletin No. 1," Vermont

State Department of Education, 1940 by Edwin W. Davis.

"U. S. Government Publications Useful to Teachers of Science," Circular No. 48, 1932 to date, Superintendent of Documents, Washington, D. C.

U. S. Office of Education, "List of Publications of the Office of Education," 1910-1936, Bulletin No. 22, 1937, U. S. Office of Education, Washington, D. C.

Woodring, M. N., Oakes, M. E. and Brown, H. E., *Enriched Teaching of Science in the High School*, New York: Teachers College, Columbia University, 1942.

#### IX. MISCELLANEOUS SOURCES OF AID IN ORGANIZING SCIENCE CLUBS

American Institute of Science and Engineering Clubs, 60 East 42nd St., New York City.

(Monograph—"How to Organize a Science Club"—an invaluable aid)

General Electric Service for Teachers, General Electric Co., Publicity Department, Schenectady, New York.

(Posters, charts and pamphlets on electricity and radio)

General Motors Corporation, Public Relations Department, 3044 W. Grand Blvd., Detroit 2, Michigan.

(Posters, charts and pamphlets on the technology of the automotive industry)

Metropolitan Life Insurance Co., One Madison Avenue, New York, N. Y.

(Pamphlets on all phases of health, history of sanitation, health heroes' biographies, film strips, etc.)

National Headquarters, American Red Cross, Washington, D. C.

(Pamphlets and materials for training in health, safety and first-aid)

Science Clubs of America, Science Service, 1719 N. St., N. W. Washington, D. C.

(Descriptive literature on science club organization)

Westinghouse Electric and Manufacturing Co., School Service, 306 Fourth Ave., Pittsburgh, Pa.

(Posters, charts and pamphlets on electricity and radio)

#### X. SUPPLEMENTARY BIBLIOGRAPHY FOR USE OF SPONSOR

Astell, L. A., "Fostering Science Clubs in the High School," *Journal of Chemical Education*, Volume 6, March 1929, pp. 496-501.

(Presentation of principles governing science clubs)

Brown, H. C., "Values of Natural Science," *High School Teacher*, Volume 7, September 1931, pp. 246-7.

(Aims of various types of science clubs)

Bullock, V. E., "School Science Club," *School*, Volume 33, November 1944, pp. 248-52.

(Recommendations for evaluation of science club activities)

Costello, M. S., "Student Activities," *School Science and Mathematics*, Volume 45, November 1945, pp. 768-9.

(Suggestions for liaison between science clubs in various schools)

Davis, W., "Science Clubs of America—an Educational Force in the Future," *Education*, Volume 68, March 1945, pp. 406-8.

(A discussion of activities of the organization, "Science Clubs of America")

Davis, W., "Science Teaching and Science Clubs—Now and Postwar," *School Science and Mathematics*, Volume 45 March 1945, pp. 257-64.

(Presents the program of the Westinghouse Science Talent Search and its relation to schools)

Feldman, L. C., "A Science Club in a High School," *School Science and Mathematics*, Volume 18, January 1918, pp. 54-6.

(The successful teacher and the relation to the science club)

Gordon, N. E., "Value of a Science Club in Secondary Schools," *School Science and Mathematics*, Volume 17, December 1917, pp. 802-4.

(The relation of the science club enriching academic work)

Heisler, E. L. O., "Beginning the Young Scientists Club," *Science Education*, Volume 25, March 1941, pp. 155-8.

(How a group of high school students organized and planned a science club)

Lewis, J. A., "Experience with Science Clubs," *School Science and Mathematics*, Volume 23, October 1923, pp. 624-9.

(Advice on how to keep the club morale high)

Meister, M. E., "Managing a Science Club," *School Science and Mathematics*, Volume 23, March 1923, pp. 205-17.

(A concise program for organizing a science club and exploiting student interest)

Miller, D. W., "Suggested Programs for a Science Club," *Science Education*, Volume 14, November 1929, pp. 331-4.



(A list of programs and activities to be carried on by science clubs)

Pope, M. E., "The Science Club," *School Science and Mathematics*, Volume 26, May 1926, pp. 552-4.

(A sample science club program for a school year)

Rosenthal, A., "Science Motivation and the Science Club," *School Science and Mathematics*, Volume 31, April 1931, pp. 463-4.

(A discussion of how the science club may be used to motivate the curricular phase of science)

Sheldon, H. H., "Science Club Program of the American Institute," *School Science and Mathematics*, Volume 40, April 1940, pp. 365-7.

(A discussion of the activities of the American Institute in organizing high school science clubs)

Turner, H., "Radio Clubs in High Schools," *School Science and Mathematics*, Volume 25, June 1925, pp. 574-77.

(The use of the radio club in the early period of radio to supplement the courses in physical science)

Walker, H., "The High School Chemistry Club," *Journal of Chemical Education*, Volume 3, April 1926, pp. 462-3.

(A list of activities and programs carried on by a chemistry club in a western high school)

"Science Clubs of America," *School Science and Mathematics*, Volume 42, December 1942, pp. 864.

(A brief description of the activities of a national science club organization in organizing high school science clubs)

## Christmas Worship Service For the Individual

J. L. McBRIDE

Principal, Sebring High School  
Sebring, Ohio

I HAD the personal pleasure of enjoying Christmas meditation—quietly, reverently; and in our own high school just previous to Christmas vacation. I did not cloister myself in a small office or room isolated from the routine noises of student activities, there to ponder on the real meaning of Christmas.

Rather, I worshiped with the students and other faculty members in the school

auditorium, not in assembly, but as an individual, with other individuals, freely and reverently.

The idea of personal worship and meditation, student and faculty, in the school in an atmosphere of mellow candle light, sacred altar, quiet, inspiring Christmas music seems new, different and challenging. It is worthy of dissemination among all schools.

Our Y-Teens received the idea from a gathering of Y-Teen clubs at some neighboring school earlier in the fall. Under the guidance of their sponsors, they planned and prepared for the occasion. They darkened the auditorium, pulled the stage curtains, and placed a white altar on the floor near the center of the stage. A large picture of Christ knocking at the Door of the Heart, Sailman, was placed on the rear of the altar and given indirect lighting. In front of the picture was placed an open Bible, illuminated by one tall candle. Candles in groups of three were placed on either side of the altar on the stage. A spotlight from the balcony made the altar gleam in the darkness of the auditorium. From behind the curtains came the sound of Christmas music played on a record player and changed by members of the Y-Teen, who scheduled that activity for the entire day.

Students were excused from their study halls at any time of the day to go to this center of worship. Their reaction was excellent. No teacher or sponsor was responsible for the auditorium; yet, quietness and reverence prevailed. Sixty-eight pupils and one faculty member were observed worshipping at one time. The average must have been close to fifty a period. Several of our clergymen stopped in during the day. The reaction was one of pleasant surprise. "I have never seen anything so beautiful among young people. They have, today, attained the real spirit of Christmas" was the remark of one who summed it up for the others. I have never, in my experience, seen anything more real, more spiritual, or beautiful in any school.

"We have an opportunity and an obligation...to insure that all young persons have access from birth until they are fully grown...to social and recreational opportunities adequate to develop self-reliant, socially responsible individuals."

—Frances Perkins



# C. A. S. C. Holds Its First Convention

**G**LENDALE HIGH SCHOOL felt in deed honored and privileged when it was selected as host for the first state convention of the California Association of Student Councils, May 1-3.

The new organization—sponsored jointly by the State Department of Education and the California Association of Secondary School Administrators—already has a membership of more than 100 high schools scattered throughout the breadth and width of this great state.

The keen interest and enthusiastic response of the more than 80 schools that sent delegates to the first C. A. S. C. convention certainly justified the high hopes and noble ambitions of the founders of the organization, namely—“to stimulate students in their civic responsibilities, to encourage active leadership and statesmanship...to provide motivation for students in fields of citizenship training, to obtain coordination and cooperation in activities among Student Councils within the State...that practical education in the principles of American government may result.”

Official convention records reveal that 269 students, and 70 sponsors and honored guests from as far north as Redding and as far south as San Diego, registered for the 3-day conference. While a large majority of those in attendance came in private automobiles, 9 delegations journeyed by train, one by bus, and one by air.

The first session of the convention opened Friday evening at 8:00 P. M., with Jack Kinney, president of Glendale High School Student Council, as chairman. The Star Spangled Banner and the pledge of allegiance followed the presentation of colors by the Herbert Hoover High School R. O. T. C. and the invocation by Rev. Ira L. Ketcham.

Dr. George A. Campbell, newly elected Mayor of Glendale, and Dr. Willard S. Ford, superintendent of the local schools, welcomed the delegates. Musical numbers were rendered by the Glendale High School orchestra, the Mark Keppel (Alhambra) a cappella choir, and Joan Miller of Glendale.

A last minute emergency prevented Governor Warren from addressing the convention. Appearing in his place was State Controller, Thomas H. Kuchel.

FRANCES NORENE AHL

*Sponsor of the First C. A. S. C.  
Convention and Social Studies Teacher  
Glendale High School, Glendale, Calif.*

The convention was especially honored by an address by Frank B. Lindsay, Assistant State Superintendent of Public Instruction and Chief of the Division of Secondary Education.

Friday morning was given over to the nomination of officers. The session was presided over by Dr. Lawrence B. White, State Department of Education. Dr. White is one of the state sponsors of the new organization, together with Dr. John Aseltine, principal of Kearney High School, San Diego, and Chairman Elon E. Hildreth, principal of Glendale High School. These men are the main pillars of the new organization.

Scheduled for Friday afternoon were the following student conferences and round table discussions:

1. “School Government in Action—Arousing School Spirit and Improving Morale Through Widespread Democratic Participation”—

Conducted by Lincoln High School,  
San Jose

2. “School Government in Action—Planning and Scheduling the Calendar of Activities”—

Conducted by King City Union High  
School

3. “School Government in Action: Student Body Finances—Making and Administering the Budget”—

Conducted by South Pasadena, San  
Marino High School

4. “School Government in Action: Democratic Administration of Rules and Regulations”—

Conducted by Fullerton Union High  
School

5. “Student Duties and Responsibilities; State Law; Contribution of Classroom Work; Developing Leadership Through Democratic Classroom Organization”—

Conducted by Santa Monica High  
School

6. “Student Duties and Responsibilities: State Laws regarding Minors” (School Employment, etc.)

(Continued on page 144)

# ASSEMBLY PROGRAMS

## for JANUARY

Are you interested in bringing a new vitality into your assembly programs? Then try the Junior Town Meeting type of program. Thomas Jefferson called the town meeting "the wisest invention ever devised by the wit of man for the perfect exercise of self-government and for its preservation."

Elbert K. Fretwell says: "The assembly is the 'town meeting' of the school. Problems confronting the school are presented and discussed. Public opinion is formed, and in a democratic school, government is directly affected by this public opinion."

In the past few years, numerous schools throughout the country have improved their assembly programs by the town meeting technique. The majority of topics for junior town meeting assemblies should grow out of local problems and interests. Many topics of national and international significance may be appropriate for discussion.

The junior town meeting program stimulates student thinking, gives all an opportunity to participate in discussions, and may lead to further action on the part of students. Booklets explaining the junior town techniques, suggestions, and outlines of topics, and other useful material may be secured from the Junior Town Meeting League, 400 S. Front Street, Columbus, Ohio.

A type of program related to the junior town meeting assembly is the inter-school forum. It has proved successful in many schools. A number of schools in a locality send representatives to participate in a series of inter-school forum discussions, which are held in assembly at the various schools.

### PROGRAM SUGGESTIONS FOR JANUARY

*Week of January 5-9.—Junior Town Meeting Assembly*

Usually the preparation of this program should begin with regular classroom work. For example, a social science class may be studying an important topic which is of interest to the entire student body. The English Department may be emphasizing discussion techniques and decide to try them out before the entire school.

School problems which the student council is working on may be the starting point for junior town meeting assemblies. Often the council must deal with problems which should be brought before the student body and discussed in a democratic manner. There is no better way of doing this than in a junior town meeting assembly.

Burton Rights, a student in Gray High School, Winston Salem, N. C., has sent the following

C. C. HARVEY

Salem Public Schools  
Salem, Oregon

account of how junior town meetings deal with problems in his school:

Modeled after the old colonial custom of citizens of the village gathering to discuss and vote upon local issues and affairs, are the town meeting assemblies held at Gray High School.

Each meeting is opened in typical New England Colonial style, with the reading of a passage from the Bible and prayer. The president of the Student Association presides but may turn the meeting over to a discussion leader.

Superintendents of the various departments of the student government give their reports and place before the assembly problems to be discussed. After all points of view have been heard, plans are made for solving whatever difficulties may be met. Topics brought up for consideration at a typical town meeting assembly are traffic, study hall and library behavior, smoking, gambling, condition of grounds, chewing gum, cheating, and contributions for local drives.

Problem-discussing is not the only activity of the town meetings. Plans are made for solving the problems, and students who have done something outstanding for the school are commended and recognized.

Representatives from each homeroom are seated on the stage to lead the discussions, but most of the constructive ideas come from the audience spontaneously. No part of the program is rehearsed, but homerooms discuss problems to be brought up prior to the meeting.

Students are enthusiastic about this type of program and participate because they are interested in school affairs. A result has been that students now exhibit a finer type of school spirit, co-operation between faculty and students has been improved, wholesome public opinion has been created, and students have come to feel that assemblies are worth-while.

The town meetings go far in helping students become enthusiastic about participating in activities and assuming responsibilities. It is our hope that through town meetings we can help to improve the standards of our school.

*Week of January 12-16.—Home Economics Department Program*

There are many types of programs growing out of activities of home economics classes which are interesting and suitable for presentation almost any time during the year. These programs

are usually demonstrations of what has been done in classes and clubs. An example of an assembly given by a home economics group which seems somewhat typical appears below. It was contributed by Miss Mary Angela Perry, Home Economics Teacher at the Bessemer, Alabama, High School.

Sewing classes at the Bessemer, Alabama, High School had not found their work as popular as some of the other courses until students of the Home Economics Department decided to present an assembly to demonstrate the work of their group.

Girls and their teachers decided that the best way to interest other students would be to show them by means of an assembly how worth-while they would find the classes. A demonstration of the clothing they had made seemed the best way. They presented a fashion show, an activity which has become commonplace in many schools.

For weeks before, the girls had worked to complete the most attractive of the garments they had been making. Also, they wrote an unusual script for their program, so that it would not be simply a procession of girls in pretty clothes.

When the curtain went up, the audience saw a modern living room. At one side of the room was a large Morris chair in which was seated a young girl with a letter in her hand. She read enough of it to let the audience know that she was a young bride-to-be, and her fiancé had just written to her and suggested a two-weeks honeymoon in June at a mountain resort. She began to plan the clothes she would take, and in the midst of her planning, fell asleep. As she slept and dreamed, her clothes, supposedly, began to appear through the door at one side of the stage. This situation formed the framework for the show.

An announcement had been made to the student body earlier in the program that all the clothes appearing on the stage would be garments that had been made by the girls in sewing classes and that they would be modeled by the girls who had made them.

As the bride-to-be dozed, the girls appeared singly in the doorway, in their own creations. Attractive play clothes, suits, dresses, and evening clothes came and went upon the stage in a highly interesting procession. Perhaps there was nothing original about the program except the script, but all students liked the program, and interest in sewing classes has increased. A sure way to increase interest in classroom work is to give students an opportunity to demonstrate some of their work before the entire student body.

*Week of January 19-23.—Musical Talent Program*

In this department, emphasis has been placed frequently on the importance of music and singing in assembly programs. Occasionally it is desirable to have a program consisting of singing and nothing but singing. A program in which

students are given an opportunity to display their musical talents may also serve an important purpose. Talent programs are valuable from the point-of-view of education, and they are often the most popular programs. Programs, to be effective, must be based on the interests of students. The frequency in which so-called talent programs are presented in many schools may be explained by the fact that many educators stress the idea that programs should be an expression of the interests and activities of students.

Following is an article which might be suggestive to schools which have musical talent programs on their assembly schedules. It was written by Harriet Lilly, a student in the Raub Junior High School, Allentown, Pa., and submitted by her Principal, Mr. A. J. Nagle.

In every school, there are boys and girls who have talent about which no one knows. Usually this talent is hidden because the pupils are not given an opportunity to display it. Raub Junior High, Allentown, Pa., has found a plan by which this problem can be successfully remedied. Several "Talent Programs" are held each year during the assembly periods. Any pupil who is interested and capable may take part.

The Department of Music is responsible for these programs. In the regular music classes, teachers are able to discover the talents of many pupils who take special instruction in many kinds of music. The pupils are notified as to when the auditions for musical programs are to be held. These try-outs usually take place before and after school hours. The instructor of instrumental music is responsible for getting sufficient band and orchestra members to take part. The vocal instructor arranges a portion of the program used for singing and recitation. Frequently dancers participate in the programs.

Those who are accepted to take part in the Talent Programs are by no means perfect. They are in no way comparable to professional performers. Many students appear before an audience for the first time in these programs. Very often they are quite excited and nervous and, as a result, mistakes do occur in the various numbers. However, these are readily overlooked. The main purpose of these programs is not to display perfection, but to discover talent among pupils and to give them an opportunity to appear before an audience.

Included in these programs are group singing by the entire school, vocal numbers, instrumental numbers ranging from the many piano selections to even drums, recitations, and dancing. The type of music is not limited to classical, but a certain amount of popular music is permitted. Readings are frequently in a humorous vein. Tap dancing, modern dancing, and ballet constitute the major portion of this art. Groups of performers vary from soloists to octettes and choruses.

There is friendly rivalry in the school among



seventh, eighth, and ninth grades. Each grade has its own talent program.

In addition to the values students get from taking part in these programs, the school discovers promising material for the various musical organizations. The students, in general, not only obtain knowledge but learn the abilities of their friends and fellow-students. The performers learn the art of appearing before an audience, and some also learn the art of accompanying another performer. The Talent Programs are enjoyable and profitable to the school, to the student audience, and to those who are taking part.

#### *Week of January 26-30.—Honor Society Program*

Honor societies exist in a great number of secondary schools. It is the custom in most of these schools to present at least one program in assembly each year to induct the new members, to interpret the work of the organization, or to stimulate students to work toward higher standards of scholarship, leadership, service, and character. Near the end of the first semester seems an appropriate time for an honor society assembly program.

Below are accounts of Honor Society assembly programs—one by a local chapter of the National Honor Society; the others by the Crown and Scepter Club, an honor society for North Carolina High Schools.

**National Honor Society.** Twice a year the Amherst Central High School of Snyder, N. Y., holds an assembly for the induction of new members into the National Honor Society. This is as dignified and formal as possible in order to impress students with the honor attached to being elected a member of the Society. Prior to the ceremony, names of new members are never disclosed. Ten members of the senior class were admitted in November. They represented the second five-percent of the graduating class to be voted into membership.

As the program opened, the auditorium was in complete darkness, with the exception of a spotlight which was played on the American Flag placed at one side of the stage. The president led the student body in singing "The Star Spangled Banner." As the curtain parted, the present members, elected last March, were seated on the stage in a semicircle, making a dignified appearance in the black academic gowns which they donned for the ceremony. The stage was dimly lighted with colored lights. In the center was a rectangular oak table upon which rested an elaborate floral piece of white mums and scarlet carnations, flanked by silver candlesticks with red candles. Soft organ music was played throughout the entire program.

Two members, a boy and a girl, stood at the center of the table and read the names of all students who were to receive certificates for having maintained an honor average during the entire semester. A small table microphone was used and was concealed from the audience by

the floral piece. Following this, another member presented Honor Roll plaques to representatives of the two homerooms having the greatest percentage of students on the Honor Roll during the previous marking period.

An impressive part of the ceremony was defining the four characteristics of the Society—Scholarship, Leadership, Service, and Character. This was done by two boys and two girls, each representing one characteristic. As each speaker arose, he or she lighted one of the four candles flanking the centerpiece.

This was followed by the tapping of new members which was the climax of the program. As the name of each new member was called, he was escorted to the stage by a present member. A spotlight was played on both as they approached the stage. The inductee was congratulated by the president, signed the official register, received his pin, and was seated on the stage. Prior to the tapping proceedings, the students on the stage had arisen and stood behind the chairs which were to be occupied by the newly-elected members. The oath of allegiance was administered by the president, and immediately thereafter the Alma Mater was sung by the Choir, which was backstage.

**Crown and Scepter Club, Honor Society for North Carolina High Schools.** The purpose of this organization is to build Character, develop Scholarship, and give Service by practice in school and community programs. It offers opportunities to extend friendship to other clubs throughout the State during our annual meetings.

The Crown and Scepter Club of Washington High School, Raleigh, N. C., sponsors three assembly programs: the installation of new members, a health program, and a talent program presented by graduate members.

The installation program is a public affair held in school assembly, at which time an impressive and challenging ritual is enacted and new members accepted into the Club. The ritual must be student-written, and each member must contribute something original and creative to the program.

The health assembly began in December with the sale of Christmas Seals. Each member sponsored a homeroom in either elementary or high school, and each urged his room to break records for selling seals. Held during Health Week, the program was built around the following topics: "Health Needs in School and Community," and

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"Famous Men in Medicine." Prizes were awarded to the homerooms and to the individual students who sold the largest number of Christmas Seals. The program also included vocal and instrumental selections.

The third assembly is presented by alumni members of the Club. It features talent of graduates and is usually very popular with the student body.

#### OUR ASSEMBLY STAGE CREW

The final offering of this department for the current month was written by Mr. Herman Martorana, Stage Director, Bloomfield, New Jersey, Junior High School. It describes a project which is very significant in arranging assembly programs. What has been done in the Bloomfield Junior High School might prove practical in many secondary schools. The report follows:

The assembly is a big feature in the educational program of the Bloomfield N. J., Junior High School. At the beginning of the school term, the assembly program schedule for the entire year is organized: each department sharing responsibility for a production. Many of the productions make use of the extraordinarily well-equipped stage. It has been necessary to develop a stage crew capable of handling the various equipment to set appropriate background for each performance.

This was made a club activity. The response from students was overflowing. The students and the stage director decided to organize the group into a stage crew and a stage crew club. From the club were selected boys who possessed the abilities and character necessary for stage work. Most of the boys selected for the regular stage crew are from the ninth grade, a few from the eighth grade who in turn become the nucleus for the next year. Those that remained in club became apprentices.

Everyone is employed in stage work on club day. Stage work falls into several departments, such as: lighting, properties, flies, carpentry, and painting. The regulars are divided into groups which in turn are responsible for the aforementioned departments. The regulars instruct their apprentices and supervise the work necessary for the preparation of productions.

The stage crew has set the stage for all types of performances: plays, campaign speeches, commemoration programs, gymnastics, film slides, and concerts. Although our school is modern in design, the impression on students that the lights and curtains are automatic led to visits of various groups backstage. Many asked about the automatic gadgets. Of course, there were none. Because of the repeated queries by students the crew decided to put on a show to enlighten the audience as to what takes place before and during a performance. The show was named "Backstage." The electricians, carpenters, property and sound effect men, flymen, and painters listed their most common duties. Using

this information, the student manager and assistant manager prepared a script. After several rehearsals of script reading and stage movements, the program was ready. The intention was to show the audience the planning and work that goes into various productions.

The houselights dimmed and the curtains parted. Before the audience appeared a bare stage except the teasers and tormentors. Practically every piece of equipment of the stage was brought to the attention of the audience, followed by explanations of their respective uses. The assemblage saw how this equipment is actually used on a set for a play. A play set was selected because it afforded the greatest opportunity for a configurative pattern. The demonstration showing how a set is put together unveiled such techniques as latching and lighting. In a matter of ten minutes a complete set was assembled before the audience. This included the placement of walls, windows, drapes, doors, pictures, and furniture. Lights played on the set in various hues, showing the different moods that can be produced in this manner. The assistant student manager rang the doorbell, entered the room, stepped to the microphone, and relieved the first script reader.

The second part of the program had begun. The extraordinary possibilities of the stage were shown. The speaker explained colored lights and their effect on colored opaque surfaces. A scene

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painted in a planned color scheme was unrolled from the battens and yellow lights were played on it. The scene immediately assumed a sunny day on a farm. The blue leaves, roof tops and vegetation has become green. Gradually by use of switches and rheostats the yellow light disappeared and in turn blue light was brought up. The awe of the audience was audible; the scene had completely changed from summer to winter in several seconds. The green leaves disappeared; the roof tops and ground became apparently white, therefore, giving the impression of snow. A typical Christmas card scene had replaced a warm summer scene. The lights were expended and the stage was completely dark. From the depths of the stage appeared a skeleton glowing with a green light. The atmosphere became eerie. This was accomplished by playing black light, known as ultra-violet ray, on a paper skeleton painted with luminous paints.

Next was shown colored lights on various costumes girls wore. Pleasing tones were changed to gaudy ones and vice versa. Makeup was made to lose its value by the wrong choice of color under a particular light. This showed how close the relation is between make-up and stage lighting. After showing the importance of school subjects to the production of programs, the show ended.

Has there been a noticeable change in the type of performance students and teachers planned for their programs? The answer is yes. The Spanish Club has taken us, via the stage, to Mexico. The Latin Club, through its production of Pluto and Proseppina has taken us to the lower extremities of the earth. Shows are making more use of research activities and creative-ness on the part of the students, perhaps as a result of teaching down inhibitions regarding the stage.

Later in the year, the stage crew was asked to repeat the performance before a Parent-Teacher assemblage. Again "Backstage" met with an enlightened audience. Since the Junior High School auditorium is used frequently by community organizations, some members of which belong to the P. T. A., the stage crew has been hired on many occasions to assist. This has given stage crew members an opportunity to earn pin money and to participate in community activities.

Newspapers—rural and urban—mean to be friendly to education, but newspapers have the world to cover. School people should therefore make every ethical effort to give to their local newspapers clear-cut and timely information so that the newspapers will be able to keep the public well acquainted with what's going on educationally. Telephone and personal visits to discuss school activities and plans with local newspapers often bring high dividends in education and community building.—*School Life.*

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# News Notes and Comments

## Unsportsmanlike Conduct

The conduct of players and spectators is to a large extent a direct reflection of the attitude and conduct of the principal, coach and other school officials. The most rabid fans take their cues to a large extent from those who are responsible for the operation of the school's program. In this connection it has been said that one properly trained cheer leader is worth ten policemen at an athletic contest. Certainly the cheer leaders can do much to promote good will before, during and after the most hotly contested interscholastic games.—Florida High School Ass'n Bulletin.

The Advisers Association of the Columbia Scholastic Press Association is making a study of the current practice of schools in giving extra compensation to teachers who sponsor school publications.

The November number of the Wisconsin Interscholastic Athletic Association is a volume of 54 pages giving rules for competition in Track, Cross Country Running, Swimming, Tennis, Boxing, Wrestling, Volleyball, and Golf.

With the co-operation and support of local business firms, the Playcrafters Club of Pontiac, Mich., advertised their "The Land of the Dragon" with a full-page in three colors in *The Pontiac Daily News Press*.

## The Virginia Convention

More than 700 members and sponsors attended the State Convention of the Virginia State Co-operative Association held at Mary Washington College of the University of Virginia on October 24-25. The program included three general sessions, sixteen group discussions, luncheon, banquet, dance, and a trip to historic places in Fredericksburg.

In addition to presiding at all these meetings, the students took a prominent part in the general sessions and had entire charge of all discussion groups.

The adult speakers were President Morgan L. Combs, Dean Edward Alvery Jr., Dr. Fred B. Dixon, Mr. George B. Zehner, Dr. Paul E. Ellicker, and Dr. Harry C. McKown. Miss M. Frieda Koontz, who sponsored its development from the beginning is Executive Secretary of the Association.

*School Activities* readers have a standing invitation to send in photographs that are suitable for use on the front cover.

The Girls Athletic Association of Clinton (Ill.)

High School held play day on October 11. The girls of nearby high schools attended.

The "calf scramble", which has grown in popularity in Texas towns of late, has been held a violation of the amateur rule by the state association. However, such a prize has been ruled as allowable, if the winner keeps and cares for the calf for a year.

The Loan Play Library of the University of Minnesota supplies the schools of that state with a printed list of approved school plays and conducts a loan service by which schools may get those plans, eight at a time, for a week's examination.

Union leaders are also complaining of immaturity of high-school graduates. Clinton Golden, United Steel Workers of America, says that vocational skills can be learned on a job in a short time but that the development of "cooperative personality" takes a long time.

Under the present law governing tax on admissions school activities are placed in the same category as horse racing, professional prize fighting and other commercially sponsored sports events. Schoolmen of the nation think there is no longer any necessity for this tax and are starting to do something about it.

It appears inconsistent for various government groups to preach greater aid for schools and to encourage increased participation by all students in school athletics and related activities, and at the same time to discourage these activities by taxing them.

In Texas alone a conservative estimate for the current school year's tax collection on school events—educational, athletic, and amusement—is \$400,000. The government received \$12,000 from the State Championship Football game.

Considerable influence could be exercised by district chairmen if they would write their local Congressmen in support of Bill H.R. 1060 for the removal of school activities from the provisions of the tax on admissions.—Editorial in *Texas Interscholastic Leaguer*.

In terms of opportunity, the outlook has never been more encouraging. In terms of the ability of institutions to take a maximum advantage of their opportunities, the outlook is uncertain. The efforts that educational leaders are making to secure competent faculties, to reorganize curricula, and to provide the types of services that will aid students to profit most from the educational advantages offered them, are encouraging. Education will have to recover, however,



from some of the losses it has already suffered before it will be able to make distinctive advances toward providing instruction of high quality adapted to the needs of the large numbers of youth who now seek its benefits.

—*Journal of the National Association of Deans of Women*

## From Our Readers

### Editor, School Activities

By accident I have come into possession of a copy of *School Activities*, and I am much interested in it

I am Assistant Master in this modern secondary school of some 300 boys. We have a large modern building, with garden, playing fields, etc., but as the building was completed in 1940, we have almost a total lack of equipment. As a school, we have been started a year, and we are trying to break with the old traditional methods of class teaching and institute group work and project methods throughout the school.

I should like to get hold of some back numbers of your magazine, particularly those giving articles on Student Government. If you would put me in touch with some teacher as correspondent, I would be grateful. I am trying to organize a library in this school, but we find that most of the children's classics—Dickens, Kipling, etc.—are out of print here and wholly unobtainable. We would be very grateful if any of your readers have spare copies of any books likely to be of use to us.

If you are interested, we could send you further details of our school.

Yours Faithfully,

W. F. Morgan

Dyke House Secondary School for Boys  
West Hartlepool, Durham County, England

We're always glad to hear from our past, present, and future friends in other countries. We have sent Mr. Morgan the back numbers he requests, and also a couple of pertinent books. Why don't YOU have YOUR council send him a description of itself—its organization, activities, etc? Too, this offers a good opportunity for student-to-student correspondence, so go to it.

### BLESSED IS THE LEADER

BLESSED is the leader who has not sought the high places, but who has been drafted into service because of his ability and willingness to serve.

BLESSED is the leader who knows where he is going, why he is going, and how to get there.

BLESSED is the leader who knows no discouragement, who presents no alibi.

BLESSED is the leader who knows how

to lead without being dictatorial; true leaders are humble.

BLESSED is the leader who seeks for the best for those he serves.

BLESSED is the leader who leads for the good of the most concerned, and not for the personal gratification of his own ideas.

BLESSED is the leader who develops leaders while leading.

BLESSED is the leader who marches with the group, interprets correctly the signs on the pathway that leads to success.

BLESSED is the leader who has his head in the clouds but his feet on the ground.

BLESSED is the leader who considers leadership an opportunity for service.

—*from the NEA Manuals for Locals*

—Author Unknown

*Nowhere is excess more dangerous than in sport. The Nemesis of excess in sport is specialization; specialization begets professionalism; and professionalism is the death knell of all TRUE sport. The evil of professionalism is corruption.*

—Norman Gardiner

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# How We Do It

C. C. HARVEY, *Department Editor*

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## VARSITY GYMNASISTIC TEAM OF APPALACHIAN HIGH

Unique among Southern high school teams is the Varsity Gymnastic Team of Appalachian High, Boone, N. C. Here gymnastic exhibitions have assumed varsity status with a major "A" being awarded to successful team members.

Four years ago, the groundwork for the present team was laid by a small group of students who became interested in this type of athletics through their gymn class activity. Because they wanted to go beyond the skill learned in class, they formed the Appalachian Gym Club. This group had as its purpose furthering the skill and enjoyment of pupils in various kinds of apparatus activity. The boys practiced during the club periods and at noon in order to master the advanced skills. At the end of the year, the Club performed before the student assembly in what proved to be one of the outstanding programs that season.

The following year arrangements were made to borrow parallel bars and springboard for the spring season. Practice sessions were held at club periods and three nights each week. This second year, three exhibitions were given—in the high school assembly, at the local college, and at the intermission during the President's Ball.

The next year, because of popular demand, the group became a recognized team. Purchase of a trampoline gave a spectacular boost to the team's repertoire. Now a full schedule was attempted that included nearby schools, the College, student assembly, and a public performance in Boone. Many popular numbers were developed.

Last year the high spot of the season was the

First Annual Public Exhibition in the local theatre. The hour and a half program included: tumbling, double hand balancing, parallel bars, comedy gymnastics, pyramid building, Indian Ceremonial Dance, trampolining, springboard leaping, and statuary. During the year, musical accompaniment by the team pianist and the school band became an added feature.

The team's equipment has been secured in a number of ways: several mats have been bought by homerooms as a part of our general homeroom activities contest. The trampoline was paid for by the admission at public performances. Uniforms have been bought from former servicemen and dyed in school colors. Parallel bars are loaned by the Appalachian State Teachers College.

Practice sessions are handled with emphasis being placed on the group numbers such as dances, pyramids, and statuary. Practices are organized as follows:

1. *Warming up activities.* During the first two weeks this consists of calisthenics, rope climbing, pushing, etc. This period is devoted to developing arm and shoulder strength, leg spring, and co-ordination. At first it is a group activity period, but as the season progresses the boys perform their own warmups, then go on to some individual activity.

2. *Individual work.* This part of the practice allows much individual initiative in building routines on each piece of apparatus. The team members work on their own, with the coach moving from place to place giving help where needed. This work uses a different amount of time depending upon the nearness of exhibitions, rough spots in the latest show, etc.

3. *Team numbers.* Included here are various dances, pyramids, and all numbers where several members of the team work together. Much time is spent in practice with musical accompaniment.

In the first meetings each year, considerable emphasis is placed on teaching safety procedures. All safety regulations are explained and student leaders are placed in charge of each piece of apparatus. We have had to overcome some prejudice toward gymnastics, but this has been done by insistence on proper safety precautions and by proceeding through a progression of skills that develop a student's ability gradually.

The team has proved immensely popular with performers and audience alike. Part of its appeal lies in the fact that boys to whom no other team appeals find here a satisfying experience and a chance to exercise their initiative.—HERBERT WEY, Principal, Appalachian High School, Boone, N. C.

## STUDENT COUNCIL IN CHARGE OF SCHOOL SUPPLY STORE

"Buy your pencils, notebook paper, notebooks, and candy here!" has become the familiar cry since the School Supply Store opened in the Beaver Falls, Pa., Senior High School.

The School Supply Store is a recent project sponsored by the student council, under the direction of Martin Kreshon, and managed by the Retail Selling Classes. It is in operation in the morning between 8:15 and 8:30, and during the two lunch periods, 11:34 to 1:03.

The need for a school supply store was recognized by the fact that students were continually crowding the office to purchase pencils and tablets. Many complained that they did not have time to go down town for these items. To relieve the congestion and disturbance in the office and to save time for students, the student council decided to set up a school supply store, which has proved to be a worthy project.

Although the store is not elaborate, it handles a large variety of school supplies. In addition to student necessities, it sells several ornamental things to remind students of their school days. One thing that made a hit was a lead pencil of the school's colors on which was printed the alma mater. Another odd item sold in the store is a fender guard for the high school boy's old jalopy, or maybe for dad's new car. Perhaps the most popular items are those of candy bars, cough-drops, etc., which are supposed to be eaten during lunch periods and not in classroom or study hall. Students want ice cream and hot dogs added to the things to be sold.

Students who have study periods during their fifth or sixth period operate the store. The business of the store is so great that it is often necessary to have two clerks on duty.

As is true of most present-day business enterprises, the store is advertised both by a newspaper and "over the air." *The Tiger Roar*, the daily newspaper of the Beaver Falls High School carries various ads of the goods on sale, and the 3:45 News Cast, featured every day over the Public Address System, advertises various items by the use of jingles and poems.

Materials for the school store are bought at a wholesale price from a local concern and are sold to students at the regular prices charged by other stores.

Along with other comparatively new projects in the Beaver Falls High School such as the Courtesy Desk and the Public Address System, which also are in the hands of students, the School Supply Store is meeting the needs of the students. RUTH SHELDRAKE, Reporter; L. D. Smith, Principal; J. R. Miller, Superintendent, Senior High School, Beaver Falls, Pa.

## MUSIC PATRONS CLUB HELPS SUPPORT MUSIC ACTIVITIES

Members of the Music Patrons Club at Kent State University Training School, Kent, Ohio,

are the parents of students participating in the school's instrumental music activities. This group forms a link between school and home which is of invaluable assistance in promoting activity projects and in making the work of the Music Department effective.

The purpose of the Club is to aid in giving financial support and encouragement to the music students and the department. It makes loans to students who wish to purchase instruments. Such loans are returned in monthly payments, without interest. The Club has purchased several of the more expensive and unusual instruments, such as a bassoon. These are rented to Kent State students, at a low rate to cover the repairs and cleaning of instruments.

The Music Patrons Club has helped provide many other things. In May 1941, the orchestra was sent to the National Orchestra Contest in Flint, Michigan. Many individuals contributed to this trip, and the Club helped to finance the undertaking, as well as to make arrangements for a bus, hotel reservations, and all other necessary details.

In November 1941, the Music Patrons Club sponsored the Don Cossack Chorus and the concert was a tremendous success. In February 1942, the Club sent members of the senior band and orchestra to a symphony concert in Clevel-

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land. The students found this excursion very educational and lots of fun.

Paper Grives have been held regularly. Popcorn and candy have been sold during the noon hour and after school. The collections of sales-tax stamps have raised a large amount of money; the stamps being contributed by pupils of all grades. A tremendous success was a spaghetti dinner given in the true Italian style.

The organization was formed in October 1939, and has served the school continuously since that date. It has made it possible for many more students to have the experience of participation in musical activities. The Club was active in a limited way even during the period when our director of music, Mr. John Farnacci, was on leave from the school to serve in the Army.

The latest project undertaken by this group is the purchase of new uniforms for the band. These new uniforms are expected to be ready for use at our next annual football classic with Roosevelt High of Kent.

The Music Patrons Club has proved to be very worth-while, and the students are pleased that their parents and their friends' parents are interested in music, school, and school activities enough to help all three by participating in this organization.—ELIZABETH M. RAUP, Kent State University High School, Kent, Ohio.

#### SOCIALIZATION THROUGH HOME-ROOM LUNCHEONS

Special homeroom luncheons, patterned after the "We're having company for dinner" idea of their homes, are a regular monthly feature of several homerooms of the University Rural High School, Morgantown, West Virginia.

Committees of homeroom students plan the invitation of guests, the table arrangements, the securing of hot lunch trays from the cafeteria, and the welcoming of friends who accept invitations.

Simple but appropriate and attractive table appointments provide for creativeness on the part of students. Many of these occasions have been especially planned around holiday themes, Thanksgiving, Christmas, Easter, Valentine Day, and St. Patrick's Day. Artistic placards and favors are sometimes a part of the decorations. Candlelight for the luncheons held during the winter months has made for greater friendliness, some of the committees have thought.

The luncheons have also given students an opportunity to provide for the "return of grace" before meals. At Christmas time, the groups sang the grace, and every student has had a turn at the experience individually.

The homeroom luncheon idea has as its objective the setting up of a situation as homelike as possible. From the sitting down together as a group, through friendly conversation during the meal, and to asking pardon to leave the table early because of a student committee or club meeting, the luncheons have increasingly taken on a more homelike atmosphere.

Faculty members, citizens of the community, neighboring homeroom students, brothers and sisters, mothers, and alumni are often numbered among the guests.

One of the friendly eating-together occasions for one homeroom last year resulted in plans for a picnic luncheon and trip to historic Friendship Hill, ancient palatial home of Albert Gallatin, Secretary of the Treasury under President Thomas Jefferson. The home is located at New Geneva, Pennsylvania, only a forty-minute drive from the school. A tour of the place and luncheon beneath the spreading trees on the spacious old lawn have made this occasion a memorable one.

We have found that the homeroom luncheons have brought about a friendliness of spirit within the group. This spirit, we feel, is one of the very real and enduring values received from the activity. When, next spring, some of the homerooms will be graduated they will have participated in twenty-five or more of the occasions. As early as today, some students mention their enthusiasm for the luncheons thus: "We'll always remember our homeroom luncheons as some of the best times we have had in high school." Such comments are recommendation enough to faculty sponsors for the continuation of the activity.—ANNA BROCHICK, University Rural High School, West Virginia University, Morgantown, W. Va.

#### TRUE CHRISTMAS SPIRIT REIGNS AT ANNUAL TEA

Each year just before Christmas at the Stratford, Connecticut, High School, students and teachers join in a traditional tea. The one held last December was the fifteenth such affair held in the school. The social committee of the student council sponsors the activity as its contribution to the Christmas spirit.

A week before the tea, students, teachers, and school officials receive written invitations designed after the fashion of Christmas tree ornaments.

The school library room is prepared for the occasion with a huge, gayly decorated tree in the center and a serving table placed on either

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side of the tree. As the teachers enter, each receives a Christmas corsage. The senior girls and boys of the council act as hostesses and hosts for the occasion. Junior girls assist with the serving. Pourers for the tea are girl officers of the council.

An informal program is presented, which includes vocal and piano solos, readings, an address of welcome by the council's president, and other numbers. Later, the entire group joins in singing Christmas carols.

We know that both students and teachers enjoy themselves at these teas, and as each Christmas comes, both groups will look forward to keeping this tradition.—VERONICA MAKO, Stratford High School, Stratford, Connecticut.

### MERRY CHRISTMAS TO SCOTLAND!

Stonewall Jackson High School in Charleston, West Virginia, had the good fortune last year of being one of the seventy-four high schools in the United States to have an exchange teacher from the British Isles. The visitor to the school was Miss Gladys Hay from Elgin, Scotland. Her boundless energy and enthusiastic interest in everything around her soon captured the hearts of the seventeen hundred boys and girls.

Before very long, she became well acquainted with scores of students individually, and also with their various clubs and activities. One day when she was addressing the Stitch and Stir Club, the Home Economics Group, on Christmas customs in her native land and the way in which the war had affected them, her listeners became vividly aware of the meaning of austerity living. They learned that carols were sung in unheated buildings, that holiday decorations were reduced to a minimum, that Christmas stockings were sparsely filled with one or two bare essentials and that Christmas dinner lacked the festive foods usually associated with the holiday season. When the students discovered that sweets had virtually disappeared in Scotland, they decided that they would immediately take steps to furnish the students in Miss Hay's school with assorted candies.

The enthusiasm of the Stitch and Stir girls for the Christmas project permeated the entire school, and in a short time everyone wanted to share in the gift. Representatives from the Home Economics group visited all the home rooms and outlined the details of their plan. Hundreds of packages of candy were donated, and in many instances generous cash contributions were made for additional purchases.

The Stitch and Stir Club, realizing that fancy Christmas wrappings had all but disappeared abroad, decided to have all the candy wrapped in individual, colorful packages. The committee which had organized to supervise this part of the work had no difficulty in getting volunteers to help. Great ingenuity was displayed in making the wrappings as festive as possible. Students

devised many gay color schemes and decorations. Many parents contributed interesting ideas and some of the neighboring stores generously furnished paper, ribbons, and festive ornaments. When the candy was wrapped, all the packages were placed on exhibit. Before the gift was sent, a cordial Christmas message was prepared by a committee of students, and the hope was expressed that this would mark the beginning of a warm friendship between the two schools.

This project not only developed a greater spirit of unity in Stonewall Jackson High School, but it made the students realize how fortunate they were to be living in a land of plenty. The feeling of generosity, the undertaking engendered in the student body, and also in the neighboring, community served to broaden horizons and to stimulate interest in a country that now had real appeal. Miss Hay was called upon to give firsthand information about many aspects of life in her native land. Scotland was no longer a distant, unknown country, but a place where people had the same hopes and desires, the same vision of a better world as did the people in the United States.—By DORIS CHEESMAN, Teacher of Biology and Home Economics, Stonewall Jackson High School, Charleston, West Virginia.

### DINNER FOR SCHOOL AND GUESTS PRECEDES CHRISTMAS PROGRAM

Robinson, Illinois, Township High School has a unique way for celebrating Christmas. All the students, faculty, and board members come together for an abundant Christmas dinner.

This dinner is served in the school cafeteria on the last day of school before the Christmas vacation; no afternoon classes meet on this day and no charge is made for the dinner when it is served.

Funds for the dinner are provided by personal donations of the students and faculty. A goal is set for the cost, and a drive is made by the students to collect the amount needed.

Christmas letters are sent to the parents with

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envelopes enclosed. The student places his amount in the envelope, seals it, and turns it in.

Although an average cost per person is determined, no one is obliged in any way to pay the amount. He may pay more or less, whatever he feels able to contribute. No one is interested in the contribution of any individual. Students are encouraged to give some extra, if they are able, in the true Christmas spirit; however the envelopes are handed in unsigned and all enjoy the dinner together.

All the remaining funds, if any, are turned over to the local Child Welfare Society.

The menu for our annual Christmas dinner last year consisted of turkey and "all the trimmings," plus drink and dessert. Guests are welcome to attend. They must have tickets, bought at a stated price.

After the traditional dinner, the Christmas program is presented to the students and guests in the school auditorium. The program is arranged by the music and drama departments. Following the program, students are dismissed for Christmas holidays.—A. EDSON SMITH, Principal, Robinson, Illinois, Township High School.

#### OUR BOYS WERE "BITTEN BY THE MODELING BUG"

In October 1944, about a dozen boys of Portales, New Mexico, High School, were "bitten by the modeling bug." This keen interest caused them to organize a club, which has been accepted as one of the most important high school activities.

Albert Meador, machine-shop instructor, was one of the most enthusiastic of those connected with the project. With no previous experience in modeling, the instructor and the boys began the activity in the school shop. Their first attempts turned out well as models, but as man-made birds they were almost failures.

At first, it was difficult going from automobile engines to anything so small, but with their experience in the school shop, they soon learned to make the small, one-cylinder engines percolate.

Their first big activity was in December 1945, when Mr. Meador and three members attended the annual International Aviation Celebration at El Paso, Texas. This show consisted of full-scale aircraft, as well as model airplane contests.

This trip provided the boys with valuable experience gained from older hands at modeling. With this knowledge, the Portales modelers were able to build some successful flying models. This stimulated those who had previously stood by.

The biggest handicap was the expense of the hobby, but eventually more parents came to realize the social and educational benefits of this interesting avocation. Many adults have entered the field of model aeronautics, discovering that rather than being toys, these models of-

fer an excellent introduction to a job in mechanical, electrical, or aeronautical trades.

The Portales High School has done much toward the progress of the Club by making available its electrically lighted grounds to enable night flying. Further co-operation is offered by the use of the school pickup to carry planes and accessories to nearby contests. Certain nights are set aside for Club use of the school machine shop and equipment.

The Club is now planning to ask assistance of city officials and civic organizations in constructing adequate facilities for model race car and plane contests. This will not only provide entertainment and activity for those who build and fly, but also for those who cannot enjoy the activity by active participation. It will also be an opportunity to provide a wholesome leisure-time activity for more boys of juvenile age. Officials in almost any town or city would find a modeling club extremely worth-while.

The Portales Club has applied for A. M. A. (Association of Model Aeronautics) membership, and it hopes to receive a charter. Two main purposes behind the organization are: 1) to provide an activity to keep boys interested and occupied, and 2) to gain valuable experience through an activity which helps to co-ordinate hands and brain.—CALLOWAY TAULBEE, Principal, Portales, New Mexico, High School.

#### "B. C." STANDS FOR "BOOSTERS' CLUB"

"Boost the Boosters' Club!" Why?

Well, let's go back to 1938, when a thought is just coming into a boy's mind. He was a member of the Mill Cabinet Shop at Technical High School in San Jose, California.

Ordinarily it was the Principal's task to tell other schools about Tech, but perhaps there was a plan whereby boy could meet boy.

While the Principal was talking to the senior boys at the four junior highs, they were thinking, "I sure would like to know what kind of fellows go to Tech. Wonder if they have good shop equipment. What kind of sports do they have?" and so on as you yourself would if you were considering attending a new school.

Now back to this Tech student. In '39, instead of merely thinking, Bill Peterson had gone to work. His idea was to let prospective students see a few of the boys that go to Tech in action,



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hear them talk, talk to them themselves—in fact give a bird's eye view of the school.

Well, Bill had more than one talk with the Principal and was finally given the word to go ahead.

First of all, who would be the faculty sponsor? I don't know whether they drew names or recalled how Miss De Boer enjoyed working with students. Anyhow Miss De Boer took over.

Next they had to select members from a dozen shops who, in turn, had to prepare vital demonstrations.

Then came the final test. What would they say Or do? After much work, all were ready for trial.

Undoubtedly they were thinking: "I hope it goes over well. What comes next on our program?" An elected student presided ably as chairman. Then the pay-off. Requests for a return performance, letters of commendation from a counsellor, a principal, from the city superintendent of schools were volunteered. Today, at least sixty percent of Tech High Students have heard about the school through the Boosters' Club.

"Hi—Ho! Come to the Fair!" was the theme of the attractive exhibit at Roosevelt Junior High one morning in early December. Each booth for each shop was as good as the other if not better. They included a variety from the oscilloscope demonstrating laws for both radio and electricity to the mechanical man, "Kilroy," embodying the basic rules used in sheet metal work.

What next? The friendly principal invited us to return in the spring to display this fair for two days so that all interested students could attend and ask questions ad infinitum.

This group has not been highly organized, but has rallied when called to interpret Tech's program. One spring day in '46, for instance, it made appearance at three different schools.

What about an account of its activities? Also a booklet with accurate descriptions and clear illustrations to be used for promotion? It may well present the past, present, and future of our school.

It might well be dedicated to the expanded vocational institute to be located on the new grounds beyond Coyote River. Necessary materials for some of the new buildings are already on the spot.

And so the boosters are still boosting.—VINCE LONERO, San Jose Technical High School, San Jose, California.

#### SCHOOL LIFE IS FEATURED IN SERIES OF BROADCASTS

Every Thursday morning at 10:30 the Mandan, North Dakota, High School, broadcasts a fifteen-minute program over the local radio station. Broadcasting equipment is located in the school building, and two of our boys have been trained to operate it and serve as radio engineers.

The programs are the responsibility of the dif-

ferent clubs and activity groups in the Mandan High School. Schedules are arranged a semester in advance, and each group in turn has opportunity to practice with the equipment before the actual broadcast. During the second semester of last year, over one-hundred fifty pupils actually participated in the programs which were broadcast.

The type of programs featured are the "Know Your School" variety. Each group sponsoring a program emphasizes the things it is doing in the school or in extracurricular activities. The overall purpose is to give students a medium of expression and to acquaint the public with various phases of school life and activity projects.

Both the students and the people of Mandan at large benefit from these programs. They have been educational, have helped us to develop morale among students, have given citizens a more realistic opinion on what the school is doing, and they have resulted in greater pride in the school and its accomplishments on the part of almost everyone in the town. We consider this about our most valuable activity project.—F. A. GRUNENFELDER, Mandan High School, Mandan, North Dakota.

#### OUR SERVICE MEN ARE NOT FORGOTTEN

It was March 1943 when we realized we owed something to our boys in Service. At that time, we began each week mailing them *The North Star*, our school newspaper, and a monthly letter written by faculty members. While we had more than 2500 boys in Service, our longest mailing list was about 900.

We used many students to help carry on the program. The art students designed lovely Christmas and Easter cards each year, and the printing department did the printing. The typing classes mimeographed and addressed the letters, and the penmanship classes prepared *The North Star* for mailing. Each year, the printing classes made some gift such as calendars, date books, and checker boards for the boys. From the boys came some 1600 letters and more than a thousand cards telling us how much it meant to have that contact with the school.

In memory of the one-hundred twenty-eight boys who will not return, we have started a Memorial Library. The different clubs and home-rooms have each given three-dollars and chosen the boy to whom their book was to be dedicated. Some of the larger groups sponsored several

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boys. The books were chosen as much as possible in keeping with the interest of the boy. Parents and friends are adding many books; at present there are about one-hundred seventy volumes.

In each book presented by the school clubs, there is a picture and short biography of the boy. In each, there is a beautiful silver bookplate, designed by the students, upon which is printed the name of the boy in whose memory it is given and the name of the club or individual who gave it. Parents were invited to a very impressive service when the library was dedicated.

The war is over, but our boys are still going to serve in far away places; so we carry on the program for them. There are only one-hundred boys on the mailing list now, but these boys are just as grateful and just as lonely away from home as they were in wartime. The program is financed for the most part by the Hi-Y, Girl Reserves, and P. T. A.

In January 1946, the veterans began returning to us bearing many of the scars of war. Most of these came direct from combat duty. This fall some eighty enrolled in the school, hoping to get their high school diplomas. The room where they came when on furlough to sign the Service men's guest book, to get information about their buddies, and to visit, is still open to them for a place to relax when sitting still too long becomes unbearable, to gripe when the pay check doesn't come through, or to tell about the new baby. The school's task is not finished with the end of the fighting.—A. JEANNETTE WALTER, Visiting Teacher Counselor, Wichita High School North, Wichita, Kansas.

#### A CONTEST TO IMPROVE POSTURE OF STUDENTS

How to make students, especially girls, more conscious of the importance of correct posture was a very obvious need in the Emerson School, Dayton, Ohio.

Recently I decided to try to find some way in our education program to develop better posture among our girl students—to make this the chief goal for a month's activity. I felt that this would be a definite service to the girls.

The following plan was submitted to the faculty where it was approved:

Every girl in the school was to be given a tag bearing the inscription "Good Posture." They were to wear the tags at all times for three days. All faculty members were to be the judges during the three-day period, and they were to ask the girls to surrender their tags if observed violating the standards of good posture which had been designated. Most of the girls took the contest so seriously that it was repeated in the spring. An added feature of the second contest was to have the first contest winner crown the second winner.

In both contests, on the afternoon of the third day, at a general assembly program built around

the importance of correct posture, the final contestants walked across the stage while three judges from the faculty selected a winner from each class.

The girl who won first place was presented with an appropriate book. All students enjoyed the contests, and the opinion of the faculty was that they were successful in making the school posture-conscious.—MRS. ELIZABETH BOGER, Emerson School, Dayton, Ohio.

#### USING SCHOOL ACTIVITIES IN PUBLIC RELATIONS

Our school has tried to establish good public relations with the community for the past few years, and we have found some experiences to be very much worth-while both in public relations and as activities.

To acquaint our boys and girls with various civic, social, and educational organizations of the town, we have established the practice of arranging for them to present programs before these groups. Occasionally they go before a local group and present a patriotic skit, a talent show, or a panel discussion. School groups have presented programs of various kinds before the P. T. A., the Woman's Club, Kiwanis, the Pen and Point Club, and the League of Woman Voters.

A few years ago, panel discussions before local groups led to the improvement of recreational facilities for young people. Recently a class in public speaking conducted a panel discussion on "Highlights of Caldwell High School." A student leader served as chairman and introduced all speakers. Another talked on athletics; a girl told of the part the band, cheerleaders, pep club, etc., play in activities. Then a boy told about the publications of the school. Last, a member of the student government organization explained the work and purposes of the group he represented.

Another medium of public relations carried on by students is radio. During American Education Week, students presented an original skit entitled "Deadline for Living." It depicted the urgent need for all citizens to realize the importance of the atomic bomb and for finding a method of promoting a just and lasting peace.

Students should be encouraged to take part in community activities. Arranging for them to appear before community groups is an excellent way of encouraging them to assume community responsibilities. It makes the community conscious of the importance of education in the

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community, and it is also an excellent outlet for student enthusiasm in their activities.—**EMILY S. MORFORD**, Grover Cleveland High School, Caldwell, N. J.

### LEARNING TO HELP OTHERS

We believe that learning to help others should be an important aim of secondary education. To lend a helping hand to others less fortunate has been one of the main objectives of Beaverton, Oregon, Union High School.

Each year, our students contribute clothing and utility articles to send to their two adopted high schools in Salonika, Greece. Prior to the Christmas season, welfare drives are held. Under student leadership, these projects are always carried through successfully.

Last year during the weeks preceding Christmas vacation, a three day, three way drive was organized.

The Y-Teens, formerly the Girl Reserves, sponsored a toy and game collection for one day, while the local chapter of the American Junior Red Cross managed the clothes and utilities contributions for the Greek schools. Money donations were also made to defray the cost of shipping.

The toys and games were donated to the Toy and Toymakers, an organization sponsored by the City Fire Department of Portland, Oregon. This unusual organization collects toys each year to be distributed at Christmas time to poor children in Portland and nearby communities.

Through fifteen-minute student body assemblies at the beginning of each day of the drive, contributions were made. A service flag is the traditional emblem given to the winners of class competition. Besides a willing spirit, keen competition among classes assures the success of drives. During more recent drives, the seniors have held the flag, but the freshmen captured the prize at the Christmas contest last year.—**JEANNETTE EDWARDS**, Beaverton, Oregon, Union High School.

### CHRISTMAS PROJECT AT ALHAMBRA CITY HIGH

The Christmas program at Alhambra, California, City High School is characterized by the traditional "gift-giving" project. In years past, individual gifts of food and clothing were collected around the base of the Christmas tree and distributed to needy families by the Girls' League and Boys' Federation.

With the war, the needs of the service men became the chief objective, and now, in peace time, the student body is concentrating on the men in army and navy hospitals. Last Christmas, several hundred dollars were collected and all ex-Alhambra boys, still in hospitals, were sent substantial Christmas presents and a shower of Christmas cards. The mother of one boy in

Corona Naval Hospital wrote, "You would have to see the joy in his face to realize the happiness you brought. All he could do was just smile and say, 'They are making too much fuss over me'."

The project this year, planned by a joint faculty and student committee, was to adopt two wards at the Long Beach Naval Hospital and furnish them with record players and records. The slogan for publicity was "Let's make this a record Christmas," and over \$475 was collected at the Christmas program assembly. The wards selected tumor and eye, contain patients in for a long hospitalization and due to the nature of their illness, unable to participate in active recreation. They are most interested in listening to music, however, and a good selection of records at hand would mean a great deal to them and bring them much pleasure.—**MRS. MILDRED H. CROSSWHITE**, Girls' Vice Principal, Alhambra, California, City High School.

The United States will have a record number of children of school age in the 1950's. More than 5,000,000 children will probably be added to the elementary school population of our country within the next decade. This is the estimate of Metropolitan Life Insurance Company statisticians.

—University of N. D. *Record*

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# STUNTS *for* Programs and Parties

## One Christmas I Remember

Ask several well-known elderly persons to appear on the Christmas program. Make sure that each speaker understands that he, or she, is to entertain the audience with the story of a Christmas of his, or her, childhood. If this "talent" is inexperienced in speaking before a crowd, arrange an interview, and be sure that it has been well rehearsed. If such speakers are not available in person, they may be interviewed in advance of the date by young people, who will relate the stories and thereby give local color to Christmas stories of long ago.

## Toys—So to Speak

A fascinating device for mixing the guests at the Christmas party makes use of toys—either a toy for each guest or a toy for each couple. If there is to be a toy for each guest, they should be provided in pairs, but each wrapped separately—those for the boys placed in one basket, those for the girls in another. If only one toy for each couple is provided, items must be selected that can be separated into two parts. For instance, a girl may get a wagon with a wheel missing; her partner is the boy who has drawn the missing wheel.

## Paper "Christmas Trees"

Roll a sheet of colored paper into a tube, leaving two or three inches unrolled. Lay a sheet of another color on top of this unrolled portion and roll it up, leaving two or three inches as a basis for the next sheet (of still another color) to be rolled in. Similarly, roll in fifteen or twenty sheets, depending on the height of the "tree" desired. Finally, when the last sheet is rolled in, insert the finger in one end and tighten up the tube. Then tie two or three strings around one end of the tube to a distance of about one-third of its length.

Now, with a pair of scissors, or a sharp knife or razor blade, cut into the other end of the tube to a distance of one-fourth or one-third of its length. Then make four or five additional cuts, of the same depth, in the same manner. Next, bend these five or six segments down alongside the tube. Insert finger into the tube at the base of the cuts and gradually pull out. You will be surprised at the "tree" which appears.

It is a good plan to practice with a dozen sheets of smaller paper, say eight by twelve inches, in order to get the idea.

Trees of different heights, styles, and colors (to be stood around the room, on the window sills, etc.) can be easily made by varying the

size of the sheets, the depth of the cuts, the number of sheets, and the order of colors.

For non-decorative purposes, newspapers can be used. One time the writer, entertaining a group of small children on a train, made a newspaper tree which was as long as the coach in which we were riding.

With a slight variation of this procedure a "ladder" may be made. For this, roll the sheets as before, but tie both ends of the tube. In two places, well above the tie strings, cut straight across the tube considerably past the hollow center. Then break and bend down the tube at these two points, thus making two handles and a crosspiece. Now, as with the tree, cut down into these two handles, bend down the segments, and pull both out together while someone else holds the handles. The two trees, now connected by the tube middle strip, will form a most interesting ladder.

## Greeting Card Contest

Provide plain white cards about 3½ by 5½ inches in size, also colored crayons or water colors. Conduct a contest in creating original Christmas greeting cards. Allow the guests fifteen minutes to complete their work, turn the entries to competent judges at the end of that time, and announce the winners and make the awards at the close of the evening. It may seem advisable to allow the entries to be made by couples, rather than by individuals, and numerous other variations of this plan may be adopted.

## White Elephant Auction

At this Christmas season, a little giving can be made to mean much through a white elephant auction. In everyone's basement, closet, and garret are articles that have become useless to their owner. They have value, but there is little prospect that they will be used soon, and they may lie untouched for years.

Announce your worthy cause and call upon friends to donate such items as other friends will buy. Emphasize that only clean and really usable articles will be acceptable. Set the time and place for the collection of donations and for the auction itself, keeping in mind that more than one evening may be necessary to dispose of all articles contributed. Instruct and drill a corps of auctioneers in preparation for getting the greatest possible returns from the sale, also to afford those students a richly educative experience. Similarly train clerks and monitors, and of course see to it that receipts are accounted for by a responsible person with authority.

## C. A. S. C. Holds Its First Convention (continued from page 127)

Conducted by El Monte Union High School

7. "Good Sportsmanship in Interscholastic Relations: Building a Common Code for California High School Student Bodies; the System of Athletic Awards Recommended by the C. I. F."—

Conducted by Inglewood High School

8. "Careers in Civic Leadership and Statesmanship"—

Conducted by Whittier Union High School

9. The UNESCO and its Relationship to the Association of Student Councils"—

Conducted by Excelsior Union High School, Norwalk

10. "Building Intercultural Democracy"

Conducted by San Diego Senior High School

After the round table discussions, the Senate and the House of Representatives met for organization and election of officers.

The second day of the conference closed with the formal banquet and ball.

The first item on the agenda for May 3 was the inauguration of the elected officers: President: James Jennings, Glendale High School; Vice President: Jacob B. K. Galbreath, Live Oak High School; Director of Publicity and Publications: Marion Brummell, Whittier High School; Director of Athletic Relations: Gino Zuliana, San Pedro High School; Secretary: Joe Anne Strain, Fullerton High School; Treasurer: Louise Caraccioli, Gonzales High School; Parliamentarian: Harry A. Hanson, Red Bluff High School; Speaker of the Senate: Walter Foster, Manual Arts High School (Los Angeles); Clerk of the Senate: Elizabeth Congdon, Chico High School; Sergeant at Arms, Senate: B. K. Galbreath, Live Oak High School; Speaker Pro Tem, Senate: Robert Krikorian, Edison High School (Fresno); Speaker of the House: Ray Cornwell, Inglewood High School; Clerk of the House: Janet Ewart, A. Hamilton High School (Los Angeles); Sergeant at Arms, House: Dan Sites, Burbank High School; Speaker Pro Tem, House: Jim Marinos, San Diego High School.

Geoffrey F. Morgan's inspirational address on "Youth and America" closed the first state convention of the California Association of Student Councils.

## Comedy Cues

### YOUNGER GENERATION

Two professors were talking over the student nominations for class offices.

"What do you think of the two candidates?"

"Well, the more I think of it, the more pleased I am that only one of them can be elected."

—*Wisconsin Journal of Education*

### SOME ARE

Two little children were playing. One pretended that she wanted to rent the other's house.

"Have you any parents?" the playhouse owner asked. "Yes," said the other little girl, "two." "I'm sorry," said the little landlady, "I never rent to children with parents, they're so destructive."

### ATTENTION!

Critic: "It strikes me as being an impressive statue, yet isn't that rather an odd posture for a general to assume?"

Sculptor: "Well, it isn't my fault. You see, I had the work half completed when the committee decided they could not afford a horse for the general."

—*Texas Outlook*

### COMMA CONSCIOUS

A student was having trouble with punctuation and was being called down by the teacher.

"Never mind, sonny," said the visiting school board president, consolingly. "It's foolish to bother about commas. They don't amount to much anyway."

"Elizabeth Ann," said the teacher quietly to a small girl in the class, "please write this sentence on the board: 'The president of the board says the teacher is misinformed.' Now," she continued. "put a comma after board" and another after 'teacher!'"

—*The Balance Sheet*

A Chinese boy learning English is credited with the following thesis on the banana:

"The banana are great fruit. He are constructed in the same architectural style as sausage, difference being skin of sausage are habitually consumed, while it is not advisable to eat wrappings of banana. The banana are held aloft while consuming, sausage are usually left in reclining position. Sausage depend for creation on human being or the stuffing machine, while banana are pristine product of honorable Mother Nature. Finally, banana are strictly of vegetable kingdom, while affiliation of sausage often undecided."

—*North Carolina Education*

He who thinks by the inch and talks by the yard ought to be dealt with by the foot.

—*Minnesota Journal of Education*